**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_Building Bridges for Unlikely Friends\_\_\_ TIME FRAME: \_\_\_5 Weeks\_\_\_\_\_\_\_ TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | |  | | The unit begins with students discussing what culture means. Students will discuss how different cultures respond to different challenges and help each other. Students will compare differences in the points of view of characters. They will use informational text that provides illustrations and words that will give them an understanding of diverse cultures. It will also allow them to understand character, plot and theme. This unit ends with explanatory texts in which they introduce a topic, use facts and provide a concluding statement. They will also write narratives in which they retell a well elaborated event. | |  | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  x Students will demonstrate independence.  x Students will value evidence.  x Students will build strong content knowledge.  x Students will respond to the varying demands of audience, task, and discipline.  x Students will critique as well as comprehend.  x Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | |
| **Reading**  **(Including Foundation Skills)**   |  | | --- | | **RL 2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RL 2.3** – Describe how characters in a story respond to major events and challenges.  **RL 2.6** – Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.  **RL 2.7** – Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot | | **RFS 2.3d** – Know and apply grade-level phonics and word analysis in decoding words. Decode words with common prefixes and suffixes. | | |  | | --- | | **Writing** |   **W 2.2 –** Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W 2.3** – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.  **W 2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | |  | | --- | | **Speaking and Listening** |   **SL 2.1b** – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.  **SL 2.5** – Create audio recordings of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings | | **Language**  **L 2.1b -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).  **L 2.2d -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil).  **L 2.4c** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).  **L2.6 -** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |  |  |
| How do different cultures celebrate holidays?  Why are family celebrations special? | | | Find similarities and differences in stories relating to culture. | | |
| What might we discover in a new culture?  How and why do we make new friends? | | | Research how two different cultures celebrate a specific holiday and write an explanatory essay. | | |
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| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Read different informational texts about culture and making friends with fluency and comprehension. Students will acknowledge and distinguish between different points of view of characters. Students will draw story maps to describe events and retell stories. | **Writing Tasks**  Write an explanatory essay in response to the essential question.  Write narratives to retell a sequence of events including details and time and order words. | | **Discussion Tasks**  What is meant by culture? Write your idea of culture in a journal and discuss with your partner or elbow buddy your definition. Be prepared to share discussions with the class. | | **Language/Vocabulary Task**  Students will keep a vocabulary notebook to continue to add vocabulary words that relate to culture. Write sentences using adjectives and adverbs. Students will demonstrate knowledge of irregular plural nouns and use them correctly in everyday language and writing. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Teacher-made test | | Exit Tickets  Think/Pair/Share | | Teacher-made tests  Benchmarks | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Stories: Iris and Walter (by: Elissa Haden Guest), A Birthday Basket for Tia? (by: Pat Mora), Jingle Dancer (by: Cynthia Leitich smith), A Turkey for Thanksgiving (by: Eve Bunting ), Charlotte’s Web (by: E.B.White & Garth Williams) | | | | | |
| **Cross Curricular Connections**  2.C.1 – Culture – Understand how various cultures influence communities.  2.C.1.1 –Explain how artistic expressions of diverse cultures contribute to the community(stories, food, art, music, etc.)  2.C.1.2 –Recognize the key historical figures and events that are associated with various cultural traditions. | | | | | |